

## Unit Planning Guide: Grade 5 Unit 2

Unit Title: Early Modern Thinking	Pacing (Duration of Unit): 6 weeks
Grade:5	Buffer Day(s):

### Desired Results

#### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- RI.5.2: Determine two or more key ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.5.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- RF.5-4(b): Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **W.5.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.**
- **W.5.2 (a) Introduce a topic clearly , provide a general observation and focus and group related information logically; include formatting (e.g.headings ) illustrations, and multimedia when useful ti aiding comprehension.**
- **W.5.2 (b) Develop the topic with facts , definitions, concretes details, quotations, or other information and examples related to the topic.**
- **W5.2 (c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in**

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- **contrast, especially).**
- **W.5.2 (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- **W.5.2 (e) Provide a concluding statement or section related to the information or explanation presented.**
- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, group and teacher-led ideas) on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly.
- SL.5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.5: Use multimedia components (e.g., graphics, sound) and visual displays in presentations when presentations when appropriate to task and situation.**
- **L.5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

#### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

Students will focus on the research process, using critical thinking and analyzing as well as the creative and critical thinking used by writers, inventors, and explorers from the Renaissance and beyond.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does creativity change the world?
- Why do people move to new lands?

#### Acquisition (\*Mostly assessed through traditional summative assessments)

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast characteristics of fiction</li> <li>• Main ideas are supported by details</li> <li>• Writing is informed by research</li> <li>• Informative/ Explanatory writing is a multi step process in which a topic is developed using facts, concrete details, and quotations</li> <li>• Discussion helps to find commonalities between texts</li> <li>• Key Vocabulary:</li> <li>• Multi-media , graphics, tone, conjunctions, prepositions, interjections, historical fiction and memoir</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting stories in the same genre (analyzing)</li> <li>• Determining two or more main ideas (understanding)</li> <li>• Writing/speaking about a subject knowledgeably (Applying)</li> <li>• Reading fluently (Applying)</li> <li>• Writing informative/explanatory text (Understanding)</li> <li>• Collaborating in discussions (Evaluating)</li> <li>• Posing and responding to specific questions (Analyzing)</li> <li>• Drawing conclusions (Analyzing)</li> <li>• Demonstrating command of conventions( Applying)</li> <li>• Forming and using correct verb tenses (Applying)</li> <li>• Explaining function of parts of speech ( Understanding)</li> </ul>
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